DOCUMENT RESUME

ED 185 702 EA 012 655

AUTHOR Gall, Joyce P.: And Others
TITLE Report of the Annual Conference for Facilitators of Organization Development in Education (3rd, Eugene, Oregon, January 31-February 2, 1980).
INSTITUTION Oregon Univ., Eugene. Center for Educational Policy and Management.
PUB DATE Apr 80
NOTE 36p.: For a related document, see EA 012 654. Photos may not reproduce clearly.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Conferences: Directories: *Organizational Development: School Districts

ABSTRACT

This report describes proceedings of the third annual conference for facilitators of organization development in education. Forty persons attended the conference, which was held January 31-February 2, 1980, in Eugene, Oregon. The format of the conference, summarized here, was a mix of presentations to the total group, small group interaction and work, and informal networking focusing on topics of interest to current practitioners. A list of participants and their addresses and phone numbers is included to help stimulate the networking and sharing that were goals of the conference. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EU185702

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

REPORT

OF THE

THIRD ANNUAL CONFERENCE

FOR

FACILITATORS OF ORGANIZATION DEVELOPMENT IN EDUCATION

BY

Joyce P. Gall
George McDade
Ron Starker
Joan Thormann
Helen Washburn
Joan Wellman

University of Oregon
Eugene, Oregon

April 1978

EA 012655

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Van Cleef

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTENTS

Preface

Conference Overview 1

Orientation Session (Thursday Evening) 1

Introductions 1

Get Acquainted Activity 2

Philip Runkel and Richard Schmuck, State of the Art in OD 2

John Lohman, Futures in OD 4

Stress Management Session (Friday Morning) 5

Richard Francisco, Introduction 5

Scott Pengelly, Overview of Stress Management 5

Self-Diagnostic Task on Stress 6

Julie Goodmespad, Yoga and Stress 6

Tim Forester, Biofeedback and Stress Reduction 7

Mary Frances Callan, Report on the OD Cadre of Eugene School District 4 J 8

Equity Session (Friday Afternoon) 9

Joy Gall, Introduction 9

"The Story of O". 9

Janice Druian, Anti-discrimination Law and Organizational Implications 9

Richard Schmuck, OD Interventions to Promote Student Equity 10

Jose Romero, Internships to Increase Participation of Minorities in Educational Research and Development 11

Joy Gall, Equity within OD 12

Party Time (Friday Evening) 12

Application Session (Saturday Morning) 15

Dave Campbell, Introduction 15

John Lohman, Application of OD to Negotiation and Conflict Utilization 15

Tom Thomas and Ann Murphy, Application of OD to Curriculum Development 16

Chris Keys and Richard Arends, Application of OD to staff Development 16

Wayne Flynn, Application of OD to Administration 17

Back-Home Applications Activity 18

Concluding Activities. 21

Evaluation 21

Organizational Maintenance 25

Conference Participants 27

Preface

This report describes proceedings of the Third Annual Conference for Facilitators of Organization Development in Education.

Forty persons attended this year's conference, which was held January 31 to February 2, 1980 at the Unitarian Church in Eugene, Oregon.

The report summarizes the presentations and other activities that occurred during the two-and-a-half day conference. A list of participants and their addresses and phone numbers is included to help stimulate the networking and sharing that are among the purposes of this annual conference.

The Steering Committee for the 1980 conference was made up of John Lohman (Chair), Dave Campbell, Janice Druian, Richard Francisco, Joy Gall, and Joe Wiseman. The committee met eight or nine times between last year's conference and this one, to share ideas, develop plans, and carry out the numerous tasks necessary to turn those plans into reality. We learned a lot from working together and from participating in the conference itself. We again wish to thank the participants and our other colleagues and friends for their support in carrying out the third annual conference.

Documentation and evaluation of the conference was coordinated by Joy Gall, with able assistance from five University of Oregon graduate students: George McDade, Ron Starker, Joan Thormann, Helen Washburn, and Joan Wellman. These students assisted in designing data collection instruments, taking notes on conference presentations, and writing this report. Dorothy Van Cleef of the University of Oregon Center for Educational Policy and Management served as the conference receptionist and coordinated final typing and printing of the report.

Conference Overview

The 1980 organization development conference focused on "New Directions in Organization Development." The focus was in part a response to feedback from last year's participants. This theme and its treatment also reflected the diversity of interests and work involvements of the steering committee members.

Conference participants represented a diverse group in terms of current and recent employment. About one fourth described themselves as professors, one fourth as graduate students, one fourth as program or project directors, and the remainder as educational administrators, consultants, therapists, or teachers. However, nearly every person indicated involvement in several types of employment, and in OD. Participants came from both public and higher education, as well as a few from other fields.

The format of the conference was intended to be a mix of presentations to the total group, small group interaction and work, and informal networking focusing on topics of high interest to current OD practitioners. In retrospect, the conference actually gave greatest emphasis to large group presentations. This emphasis reflected the difficulty of fitting everything planned into the available time for each session, and an attempt to respond to participants' expressed preferences for the use of that time. Some time was also spent in small group and individual communication, of course.

Orientation Session (Thursday Evening)

Introductions

The first session of the conference began with registration, informing participants of the conference agenda, and getting acquainted.

John Lohman, Chair of the 1980 Conference Steering Committee, introduced his colleagues on the committee. He described the purposes of the conference as to: (a) explore new concepts in educational OD; (b) upgrade our OD skills; (c) build and maintain professional support systems; (d) bring together novices, practitioners, and/or scholars in OD; and (e) develop applications to our own "back-home" situations. The conference agenda was previewed. In subsequent sessions the schedule was again previewed, reflecting necessary changes along the way.

Because not enough people signed up, it was necessary to cancel the preconference which had been planned for newcomers to OD on Thursday morning and afternoon. The preconference was described at Thursday night's session as having had the following purposes: (a) to determine an appropriate intervention strategy for a simulated school district; (b) to practice implementing a strategy for entry, initial diagnosis, and contracting; and (c) to get an overview of the history and concepts of OD. People who had planned to attend or who were interested in attending such a session in the future were asked to contact Janice Druian, who had designed the proposed preconference session with Richard Francisco.

Get Acquainted Activity

What better way to begin an organizational development conference than to step into the future and take an introspective look at the practices and pitfalls which schools as organizations may face in the coming years.

Richard Francisco provided this opportunity for participants to get acquainted in the form of a guided fantasy.

Visions of the future within the group ranged from the negative-positive to the positive-negative to the positive. None seemed to have a purely negative picture of the future of educational endeavors. In general, the thoughts expressed may be summarized in the following comments by one participant:

> [I see] scarcity of resources (but not insurmountable scarcity)--conservative retrenchment--more effective use of the knowledge which has developed over the years--a marriage of the precepts and concepts of OD and administrative practice--exciting times.

The moderator used this vision and those of the group as a whole to conclude the fantasy with the reminder that, "If you would right the world. . . if you would make it a better place . . . start with yourself."

Philip Runkel and Richard Schmuck, State of the Art in OD

The tone for the 1980 conference was set by the keynoteworthy comments of Phil Runkel and Dick Schmuck concerning the state of the art in organizational development.

Runkel indicated that he wasn't absolutely sure of the state of the art. With over 308 consultants working in 76 school districts (as reported in Miles, et al.'s 1978 survey*), it is virtually impossible to determine whether or not their methods and practices are in accord with his own methods! In addition, it is not enough to be content with knowing where we are in organizational development. It is essential to know where we are going. Cross currents are at work which tend to push consultants in one direction or another, and those in the field must always be cognizant of the charge that those who work in OD are in reality a means of helping managers keep the workers quiet.

Despite these cross currents, Runkel emphasized that there are encouraging signs in the field. There is a lot of movement toward self-help, and the special kind of help provided by OD seems to make it possible for people to pick up the flag and to keep going year after year. The work is replicable in a variety of places, and all of these things, combined with the vision of those who have interest in organizational development, indicate that the state of the art is pretty good.

Schmuck defined OD as an alternative to the traditional methods of: (a) bringing new people with new ideas into the organization; (b) sending organization members to projects and having them bring the information and skills back to the job; (c) bringing in experts from the outside to identify problems and propose solutions; and/or (d) changing the organization's structure as a means of shaping the behavior of organization members.

OD is an alternative supported by four basic beliefs:

--People become committed to organizational changes which they help to create.

--The quality of solutions to organizational problems improves when those who are a part of the problem and have relevant information are allowed to influence the solutions.

--Responsibility for personal and organizational renewal can be developed if people are given responsibility for creating changes themselves.

--Organizational renewal on a continuous basis will be unlikely to obtain without open discussion of conflict, trust, and collaboration in the organization.

M. B. Miles, et al., OD in schools: The state of the art. Final Report to National Institute of Education, August 1978.

OD is also a process by which teachers/participants learn how to solve problems through diagnostic procedures, problem solving action, planning, and evaluation of the actions taken. Throughout this total process, OD seeks to surface normally unexpressed concerns, attitudes and ideas. At all times, it attempts to bridge the communications gap between those who have common goals but do not collaborate in the solving of problems related to the achievement of those goals.

In summary, the magnet which draws OD people together is the belief that change in the complex way of doing things in organizations will occur most effectively when the people who must change participate in the process of identifying both the need for, and the definition of, change.

John Lohman, Futures and OD

Since OD prescribes methods rather than structures, it may be very useful to have some guidelines for future directions. John suggested that the ancient Buddhist mandala offers a metaphor for the future of organization development. He described an ideal vision of OD which would possess each of the twelve characteristics located on this mandala:

Comprehensive and holistic
Pursue wisdom over information
Environmentally and ecologically conscious
Related to the economics of the quality of life rather than the material
Politically aware
Socially concerned
Vocal about individual responsibility
Tolerant of trans-physical phenomena
Health minded
Life oriented
Committed to values rather than neutral
Spiritually alive

Stress Management Session (Friday Morning)

Richard Francisco introduced the session by pointing out that stress management is relevant to educational OD in at least three ways. Our individual clients often suffer from stress and look to the OD consultant for assistance in reducing it. Organizational stress, evidenced by widespread stress among the individuals in an organization and by indicators of stress at the organizational level, usually signifies the need for analysis and change of the organization. Finally, OD consultants are themselves subject to stress because of the complex, challenging nature of OD work.

Scott Pengelly, Organizational Stress and the OD Consultant

Scott Pengelly began his presentation on organizational stress by citing the work of Hans Selye who began researching stress over fifty years ago. Selye formulated the general adaptation syndrome as an explanation of the biochemical changes that occur due to a nonspecific stressor. The body in reaction to a stressful event produces a triadic response of alarm, adapation, and exhaustion.

In the alarm stage, individuals tend to assume a drawn down appearance and become more susceptible to colds, physical ailments, and loss of sleep. Further signals which can alert an individual to undue stress include sweating, reduced appetite, a knotted stomach, increased activity, and an inability to concentrate. In response to the chemical changes in the alarm stage, the body produces the adrenocorticotropic hormone (ATH) which triggers the cortex of the adrenals. This introduction of adrenalin into the system leads to a state of adaptation in which the individual responds to the stressors.

Finally, as resistance to the ongoing stressor begins to break down, distress occurs. As the body reaches exhaustion, various illnesses may result, such as peptic ulcers, hypertension, migraines, and insomnia. Horowitz observed similar stages of stress reaction working with Viet Nam veterans.

Scott explained that work on organizational stress is relatively new. He mentioned the work of Sheldon Cohen who studied the effects of noise on individuals in an organization setting, and the research of Coates and Thorensen who looked at effects of stress on teachers. Fear of losing control in the classroom was found to be the number one stressor in the latter study.

A profile of how people react to each other during stress can be obtained using the Life Orientation Survey. The Homes and Ray Scale for rating common stressful events is also useful in assessment.

Self-Diagnostic Task on Stress

Participants filled out a 20-item instrument to diagnose their own general stress level. Each person was asked to mark "Yes," "No," or "Don't Know" to such items as: "I'm frequently in a hurry" . . . "I enjoy competition in all areas" . . . "I make a list of things I must get done each day" . . . and "My job is the most important thing in my life." They were then asked to count up the number of "Yes" responses and compare their score to the following scale:

15+	ZOWIE!!!!	(To paraphrase the words of an old song, slow down, you're movin' too fast.)
10-14	Hmmmmm!!	(But NOBODY else would take the presidency.)
5-9	Atta Girl/Boy	(Not bad. Not bad atall!)
< 5	Aaaaaaaaaah!	(Ya got it made!)

Of course, stress is to a degree an individually determined phenomenon and the categories listed in the scoring key are not carved in stone

..... BUT

it is still a good idea to devote a little thought to the conditions which may be promoting scores toward the upper end of the scale.

Julie Goodmespad, Yoga and Stress

"What do you think of when I mention Hatha Yoga?" asked Julie Goodmespad in her introduction to this ancient eastern technique. "A relaxed pretzel." "Eastern culture." "Comfortable breathing and movement."

Complimenting the group on their rather enlightened responses, Julie commented that the name sometimes brings slightly negative connotations to those unfamiliar with its practice.

The prefix "Ha" refers to sun, power, and movement while the suffix "tha" stands for moon, stillness, and surrender. Thus, Hatha Yoga focuses on the strengthening and balance of these two aspects of the body. It is useful for reducing stress, or wear and tear on the body, through the development of better posture, abilities of concentration, control of breathing, and relaxation of muscle groups. Hatha Yoga's traditional use was to prepare the body for long hours of meditation and concentration.

Instructing the group to stand in a semicircle and to assume a relaxed posture, Julie asked everyone to freeze in their position and to observe the areas of holding and tightness in their posture. These areas of tightness, she explained, are the areas lacking proper blood circulation.

The group participated in three non-strenuous exercises, each of which focused on the awareness of breathing patterns and tension areas in the body. The participants appeared more relaxed after the exercise, and the climate of the group took on a somewhat less formal feel.

Tim Forester, Biofeedback and Stress Reducation

Packing a portable thermal biofeedback instrument, Tim Forester demonstrated its uses to the group as one form of biofeedback, namely hand temperature feedback.

Tim explained that having feedback on the body's responses enables an individual to monitor and control various body processes such as skin temperature, brain waves, muscular tension, heart rate, and the constriction of blood vessels. These processes are all related to stress maintenance.

One of the first systems designed to reduce tension was Jacobsen's publication "You Must Relax." This has been utilized in more recent models of systematic relaxation techniques.

Tim led the group in a tension reduction exercise. He instructed participants to find a comfortable position in a quiet room, sitting with legs and arms uncrossed. He then had us focus on tense areas in the body, tensing the area tightly and holding it for a few seconds and then letting go. He suggested breathing slowly and deeply while doing this. After relaxing main muscle groupings Tim asked the group to imagine a relaxing and pleasurable experience, and then after a few minutes brought the group back to a discussion format. Tim noted that nowadays people legitimize the "relaxation response" by activities such as swimming, jogging, tennis, etc.

"What level of tension is best for overall functioning?"

Tim responded that we must become aware of our own, individual, optimum response levels. Some people seem to be sympathetically dominant (tending toward an abundance of nervous tension), while others seem parasympathetically dominant (low keyed).

Tim ended by suggesting to the group that the ideal school of the future might do well to provide areas in which individuals could go to relax and gain composure. Training in techniques of relaxation might also be incorporated into the maintenance structure of the school.

Mary Frances Callan, Report on the OD Cadre of Eugene School District 4J

Mary Frances Callan, Eugene School District 4J's organization and staff development specialist, presented a report entitled "A Backward Glance Over Travelled Roads: An Evaluation of the Eugene Cadre." The evaluation includes a comprehensive description of the cadre's history, a detailed evaluation of participants' perceptions of the cadre, and data on organizational climate in the Eugene schools. Reactions to the project by OD experts are also included.

The report findings suggest that schools' involvement with the OD cadre is positively related to indicators of school success. Copies of the report may be ordered from Mary Frances.

Equity Session (Friday Afternoon)

Joy Gall discussed how equity in education affects, and is affected by, OD. Inequity, defined in the dictionary as "an unfair circumstance or proceeding," exists in education not only in the treatment of identified minorities but also in the role differentiation in schools. People may be treated unfairly on the basis of race, sex, age, and handicap. In terms of roles, there is also a tendency to treat students as "lower" than teachers who are in turn "lower" than administrators. Over time, role inequity tends to legitimize and perpetuate other forms of inequity.

To help promote educational equity organization developers need to understand the common dynamics of inequity as well as the specific conditions under which inequity occurs.

"The Story of O"

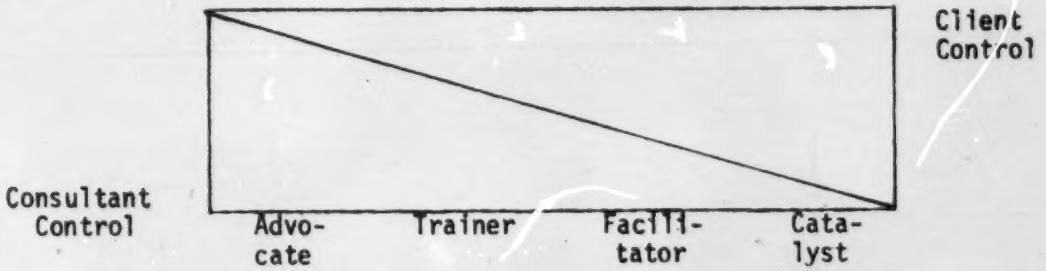
Joy then showed a slide tape, "The Story of O." This presentation, developed by Rosabeth Moss Kantor, illustrates through graphics what happens when a "different" type of individual (an O) comes to work alongside a group of "similar" individuals (X's) in an organization. O's experience certain pressures, emotions, and potential traps in this situation. X's, in turn, tend to exhibit behaviors which widen the gap between themselves and O's.

Nearly everyone has been an O at one point or another. The slide tape helped participants reflect on how it feels to be isolated and reminded us of the many aspects that can be used to define someone as "different."

Janice Druian, Law and Equity

To be certified, Oregon educators must now demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, and the Oregon Statutes which prohibit discrimination. Typically school districts hire consultants to provide workshops in order to meet this requirement. Janice's role as an anti-discrimination consultant has posed a dilemma not uncommon to OD practitioners. In her role as a potential change agent, Janice feels that she is providing opportunities for individuals' cognitive growth, but producing little overall system change.

Janice posed several questions in this regard. Given that anti-discrimination laws are coercive and that trainers have a "captive audience," how much can consultants expect workshop participants to internalize information presented? Furthermore, what should the role of the anti-discrimination consultant be? Using Lippitt's diagram of consulting roles, Janice opened up discussion to the group.



Some conference participants felt that an anti-discrimination consultant must be careful of the "advocate" role as it may elicit defensive behavior and produce little of the desired behavior change. Others stated the view that the role of "information giver," although limited, is another legitimate role.

The discussion then considered how, once information is made available to districts, a consultant ensures that the information is integrated into organizational life. Possible suggestions for next steps included: (a) asking school districts to co-design workshops or meetings on anti-discrimination; (b) approaching the issue from a perspective that does not emphasize legal mandate but relies instead on a school's desire to establish equity; and (c) surfacing conflict surrounding equity issues so that feelings may be dealt with more openly. Such measures may be more successful in producing overall system change.

Richard Schmuck, OD Interventions to Promote Student Equity

Dick overviewed two of his recent projects. The first, a curriculum module for preservice teachers on which he collaborated with Patricia Schmuck, is entitled "Promoting Sex Equity in Schools: Action Plans for Neophyte Teachers." The module includes a diagnostic test for determining student roles in schools, information about sex inequity, strategies for the study of sex inequity, and action plans for remediating inequitable situations. Highlights are a section on "Equal Opportunity: A Fact or a Myth," and surveys for studying sex inequalities communicated through curriculum content, teacher-student interaction, peer group interaction, and differential access to school offerings.

Dick then moved to a description of the OD project underway at Cascade Middle School in Eugene. The project involves working with students in special classes where they are trained in human relation skills, meeting skills, and problem solving strategies. Frustrations from working with this age group were candidly shared by Dick and graduate assistant Camilla Bayliss.

University students from Dick's OD Consultation class have become involved with the project as trainers and investigators. Although the project has succeeded in developing students' skills and interest in educational decision making, their actual involvement has not been supported by many members of the school staff. Increasing student participation probably requires more time and commitment from teachers and other staff right from the start of the intervention.

Dick emphasized the need to involve students as participants in organizational development interventions, rather than to view them as clients or merely as a product of OD and the schooling process. He shared the hope that OD specialists will become more involved in working with students in the contexts of curriculum development, teaching of problem solving, and working with student governments. Dick concluded by sharing a brief bibliography of resources related to working with students.

Jose Romero, Internships to Increase Participation of Minorities in Educational Research and Development

Jose Romero, co-director of the Project for Women and Minorities in Research and Development at the Northwest Regional Educational Laboratory, presented an overview of the program.

Originally known as the Equity Project, the goal of the present program is to increase the participation of minorities and women in the field of research and development. An intern program has been set up to assist with the achievement of this goal. The Lab currently coordinates the placement of 12 to 15 interns in research and development positions in institutions throughout the state.

The areas of institutional liaison, inquiry, and career development fall within the responsibility of Jose. His role as institutional liaison involves organizational development activity as well as the more traditional aspects of such a role.

In general, the acquisition of institutional commitment to placement, training for growth and development, and influencing those who can assist in institutionalizing help to these groups comprise the majority of his professional tasks.

Joy Gall, Equity Within OD

Joy raised the question of whether OD itself is equitable. She focused on sex equity since there's enough research available to begin to answer the question in this regard.

To establish baselines, Joy presented data on doctorates in education, which could be assumed to be a rough indicator of top-level ability in educational leadership. More men than women complete a doctorate, and an even higher proportion find their way into academia. There seems to be an attrition process operating. Generally, though, we ought to see at least one female for every two or three males at the top levels in education, given the available pool of qualified personnel.

Joy then presented sex ratios for top administrative and top research positions in education and compared them to the sex ratio of OD practitioners in education reported in Miles, et al.'s 1978 survey.* With the exception of the superintendency, where women are practically nonexistent, you find one woman for every 5, 6, or 7 men in educational leadership positions. OD is right on a par with this--so it appears to be no more or less "equitable" than the rest of education in terms of numbers of males and females represented.

Turning to the OD process, Joy summarized Rosabeth Moss Kantor's analysis of OD as tending to discriminate against women by emphasizing skills women already have versus helping them develop the skills that have greatest payoff in the male-dominated professional and business world. Kantor recommends several strategies to make the OD process more equitable, including: (a) modifying training designs depending on the sex composition of the group; (b) developing personal awareness of own and others' attitudes and behaviors toward males and females; and (c) carrying out organizational diagnosis to see where women and men are in the organization and what work they're doing.

Party Time! (Friday Evening)

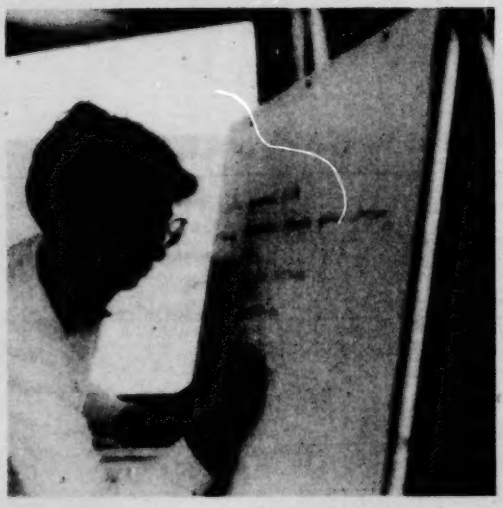
Each year's conference has included a party at someone's home. This year, Janice Druian, Joan Wellman, and their other roommate Peg Williams invited us to gather in their home, with its spectacular view of Eugene. Having the party on Friday made it easier for out-of-town visitors to attend.

An abundance of good food, drink, music, and conversation made the evening memorable. While some bleary eyes were in evidence at next morning's session, there was also a sense of greater familiarity and closeness among those who spent the previous evening partying together.

*See footnote on page 3.

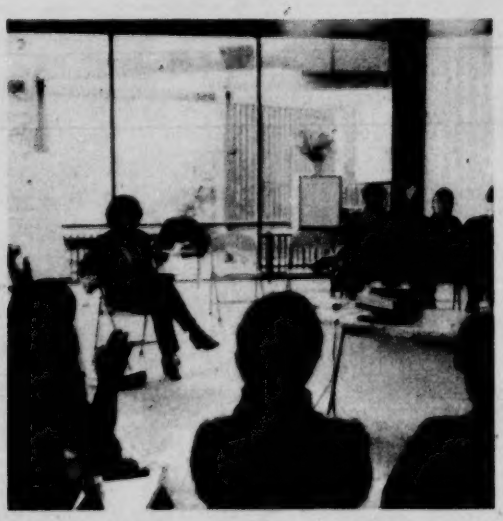
Participants grappled with OD issues

COMMITTEE MEMBERS MET TO DEBRIEF AND REPLAN



MANY OF LAST YEAR'S CONTRIBUTORS HELPED OUT AGAIN

IT WAS A PLEASANT ENVIRONMENT TO LISTEN AND LEARN



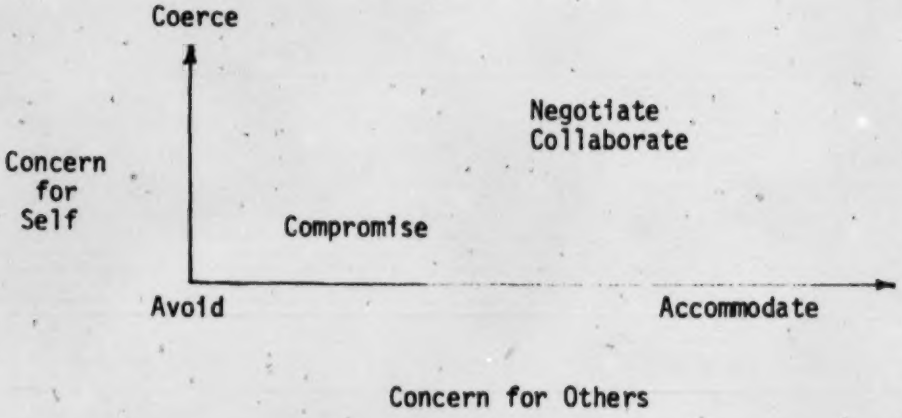
Application Session (Saturday Morning)

Dave Campbell noted that organization development is often carried out in schools in relation to more traditional educational functions. He indicated that the presenters would describe applications of educational OD that they have been directly involved in through their work with schools. The four areas covered represent areas of high interest and potential for current OD practitioners.

John Lohman, Application of OD to Negotiation and Conflict Utilization

John challenged the group to think of conflict utilization as opposed to conflict management. He indicated that conflict has many definitions, anywhere from war to a mild misunderstanding. Also, those in conflict can be viewed as selfish or as having an enlightened self interest. John prefers the latter view. Conflict is useful in: (a) clarifying, as it forces communication; (b) generating new solutions; (c) the normal development of any system.

Introducing negotiated problem solving as a process for dealing with conflict, John shared a diagram:



Compromise, which is power based, involves parties entering the situation planning on having to give up something. Negotiation is a less antagonistic stance, which allows for the possibility of win-win (collaboration) or different dimensions of "rightness" in a decision. In negotiated problem solving, there is a basis for a mutually acknowledged relationship, relative equality of power/vulnerability exists, and the expected outcomes are valued enough to justify the time and effort necessary to work through the process.

A Negotiative Problem Solving packet is available from the Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

Tom Thomas and Ann Murphy, Application of OD to Curriculum Development

Tom started with a perspective on current trends in curriculum development. Very little curriculum is now being created by school staff, which Tom sees as a major problem. Questions basic to curriculum development include: Will curriculum change be worthwhile? and Will it be lasting?

Minimum conditions necessary for changes in the methods of curriculum development were compared with typical conditions that presently prevail, for example: commitment to making changes versus compliance with the status quo; shared responsibility versus following directions; and taking enough time to work on curriculum versus the urgency of having curriculum ready as soon as possible. Finally, Tom delineated some limiting factors, such as the need for schools to change priorities, curriculum overload, and competition among curriculum areas and available materials. Tom's talk touched off a lively discussion of the issues presented.

Ann described the resources and skills necessary for the creative process of curriculum development. Resources, including investment of time and money, are basic to organizational development. Personnel, including linkers, process facilitators and content experts, are also essential. To avoid recreating the wheel, they should consider information about existing instructional materials, research findings, and current exemplary programs and products. Additional resources include staff development and use of technical assistance for evaluation and needs assessment.

Skills are obviously necessary to make full use of available resources. The skills Ann described followed an orderly progression, from gathering appropriate data, through planning of implementation, monitoring, and evaluation, to installing the "solution" and carrying out monitoring procedures to assess progress and make necessary modifications.

Chris Keys and Dick Arends, Application of OD to Staff Development

Chris Keys asked conference participants to conjure up images of typical staff development programs. Responses included everything from huge auditorium lectures to small group communication exercises. Both Chris and Dick suggested that most of these staff development programs are aimed at individual change rather than overall organization change. If we modify our conceptualization of staff development as individual "training" to that of modifying goals and organization culture, we may have greater impact on organizations.

Staff development does not have to be part of a general OD effort to lead to organizational change. The following criteria were suggested for designing programs that could have maximum impact on organizations: (a) provide staff development within the context of

the school; (b) ask staff to identify problem areas which they would like to work on and respond to their specific needs; (c) enlist the aid of "insiders" who will be committed to keeping ideas alive; and (d) consider alternatives to traditional training sessions or workshop approaches, e.g., coaching during meetings.

Dick pointed out that the politics of inservice and staff development programs has changed significantly. Local administrators do not have as much control as they once did. A more diverse group is making policy decisions concerning how funds for inservice will be spent. This broader involvement may result in staff development programs which have greater impact. Dick predicted that in ten or fifteen years there will be more positive experiences to report.

Wayne Flynn, Application of OD to Administration

Wayne Flynn, Principal at Roosevelt Junior High School in Eugene, shared his thoughts on applying OD to the administration of schools. Wayne defined leadership as the ability to create an organizational environment or climate such that the members of the organization at all levels can best achieve their own goals by directing their efforts toward the goals of the organization.

Wayne recounted his experiences as a principal in the late '60s--as one who had arrived at the place where he wanted to be. At that time he drew heavily upon the autocratic-charismatic style of management. He also came to the realization that he was in need of other skills if he wanted to stay in one place over time.

This realization led to his request for Runkel and Schmuck to do a diagnosis on the internal state of the organization. In Wayne's words, a "bombshell" burst on the scene in the form of surfaced problems with no money and no help to solve those problems.

In light of the circumstances, and the need for additional training to assist the staff in finding solutions to the problems, Wayne went back to school at the University of Oregon and gained knowledge and skills in organizational development. He then returned to his building, began to serve as an internal consultant to his staff, and became involved with them in a concerted effort to apply the principles of organizational development. . . . Then came the transfer and movement from a positive, rewarding, collaborative environment at the secondary level to the unfamiliar and unknown in a new assignment at the junior high level.

As he adjusted to this rather abrupt change, Wayne sought again to implement his philosophy that the top administrator must be confident enough to risk sharing decision making with the staff. The fact that he was able to work out a RIF (reduction in force) policy in a collaborative effort with his staff without any questions raised concerning the fairness of his action, is ample evidence for him that the OD "system" does indeed work.

Back-Home Applications Activity

After the presentations on applications of OD Dave passed out a form, "Back-Home Applications," which stated: "As I reflect on the information and activities of the conference, what applications, learnings and ideas do I see for my role back home? (a) What do I wish to address? (b) Generalizations, learnings from the conference. (c) Strategies for applying the learnings."

Since time was limited, most participants took the form with them to fill in later. Several who expressed agreement were later contacted for information about whether and how they'd been able to apply what they learned. Their responses are summarized below.

> "To be honest, I'd be hard pressed to come up with direct applications. What I got was more association with people with similar interests in the field, and the chance to interact with them."
>
> "Mainly, I feel a deepened sensitivity to the human elements of OD--organization developers too get stressed, have bias, have greater or less commitment to educational functions like curriculum development, etc. Our own human experience of these issues affects our view of reality and what we can do as OD practitioners."
>
> "Groovy OD educators are blind to genuine structural changes and have no self-reflexive sense that they are perpetuating a divisive, debilitating, destructive institution . . . the 'answers' I learned at this conference rest not with minor first-order changes that continue to support the current structural savagery, but rather with more creative second-order structural change (e.g., the elimination of schools in toto)."
>
> "Returning home with new knowledge about the Eugene 4J cadre as a basis for comparison, I was able to look at the OD cadre in my own school district from a macro-perspective. I've had new insights into my own leadership role and the training possibilities for cadre members. I can now better assess and appreciate how active, invested, and competent the OD cadre in my district has become in its relatively short lifespan."

There were plenty of opportunities to relax and share

PHIL, THE FRIENDLY PHOTOGRAPHER AND FOUNDING FATHER

DOCUMENTATION WAS AN ONGOING PART OF THE CONFERENCE

STRONG SUPPORT WAS EXPRESSED FOR A 1981 CONFERENCE

Concluding Activities

Evaluation

Following the final work session participants filled out a two-page questionnaire designed to evaluate (through ratings and open-ended questions) various aspects of the conference. Quantitative results for the entire eighteen respondents are shown in Table I.

In addition, it was possible to break down the results in relation to participants' ratings of their level of familiarity or experience with the various topics covered (ratings which they had made during registration at the beginning of the conference). These results are shown in Table II.

Table I shows the average rating for ten items concerning overall evaluation of the conference, as well as four items concerning evaluation of each of the three work sessions (stress, equity, and application of OD). Ratings were based on a five point scale, with 1 = very inadequate, 2 = less than adequate, 3 = adequate, 4 = good, and 5 = super.

Generally, ratings of the overall conference were in the adequate to good range. Facilities, length of conference, and orientation to activities received the highest ratings, while opportunities for participation in small group activity, chances to share what I know and do, chances to hear from other participants, and balance between problem and solution focus received ratings in the less than adequate range.

The stress management session received the highest ratings on every item, followed by equity and then application. The fact that time allotment was rated lowest for all three sessions suggests that there was a perceived need to spend more time on each topic, particularly on application. Ratings for relevance of content and appropriateness of format were generally positive, which suggests that the committee chose appropriately in selecting topics and designing the treatment of each topic.

Table II enables the reader to compare participants' level of self-reported familiarity or experience with topics presented in each work session to their ratings of the quality of that session. For the stress session, for example, three people indicated they had no familiarity/experience with the topic of OD and stress, five said they had a little, eight some, and two quite a bit of familiarity/experience. With only one exception, the mean ratings for the stress session on all four evaluation items (relevance of content, appropriateness of format, degree to which expectations were met, and satisfaction with the time allotment) increased as the participants' familiarity/experience with the session topic increased. The results are similar for the equity session, except for the one participant reporting "tremendous" familiarity/experience with OD-equity issues.

Table I

Participants' Evaluation of the Overall Conference and of Each Work Session (N = 18)*

Overall Evaluation	Mean Rating**
1. Facilities	3.75
2. The match between the level of the presentations and my level of experience	3.03
3. Opportunities for participation in small group activity	2.06
4. Chances to share what I know and do	2.61
5. Chances to hear what other participants know and do	2.61
6. Orientation to activities	3.26
7. Balance between lecture and interaction	2.88
8. Balance between presentation of problems and discussion of solutions	2.53
9. How well your expectations for the conference were met	3.07
10. Length of conference	3.62
Average for all 10 items	2.94

Stress Session	Mean Rating
1. Relevance of content	3.67
2. Appropriateness of format	3.72
3. How well your expectations for the session were met	3.39
4. Time allotment	3.00
Average for all 4 items	3.45

Equity Session	
1. Relevance of content	3.50
2. Appropriateness of format	3.10
3. How well your expectations for the session were met	2.93
4. Time allotment	3.00
Average for all 4 items	3.13

Application Session	
1. Relevance of content	3.55
2. Appropriateness of format	3.00
3. How well your expectations for the session were met	2.35
4. Time allotment	2.00
Average for all 4 items	2.73

*N varied for particular items between 15 and 18.

**1 = very inadequate, 2 = less than adequate, 3 = adequate, 4 = good, 5 = super

Table II

Breakdown of Ratings of Individual Work Sessions by Participants' Level of Familiarity/Experience with Session Topic(s)

Stress Session	N	Relevance of Content	Appropriateness of format	How well your expectations for the session were met	Time allotment	Mean Rating
Familiarity/Experience*						
None	3	3.30	3.00	2.66	1.66	2.65
A little	5	3.80	3.60	3.40	2.50	3.33
Some	8	3.38	3.88	3.50	3.25	3.50
Quite a bit	2	5.00	4.50	4.50	5.00	4.75
Equity Session						
Familiarity/Experience*						
None	3	2.66	3.50	3.00	2.50	2.92
A little	4	3.00	3.33	2.66	3.00	3.00
Some	4	4.00	3.25	3.25	3.25	3.44
Quite a bit	5	3.60	3.20	3.20	3.40	3.35
Tremendous	1	5.00	1.00	1.00	1.00	2.00
Application Session						
Familiarity/Experience*						
2.1 - 2.5	4	2.50	2.00	1.75	1.67	1.98
2.9 - 3.5	5	3.60	2.60	1.80	2.20	2.55
3.6 - 3.75	7	3.71	2.70	2.00	1.17	2.40
4.0 - 4.25	2	5.00	4.00	4.00	2.50	3.88

*1 = None; 2 = A little; 3 = Some; 4 = Quite a bit; 5 = Tremendous

In the case of the application work session participants had been asked to rate their familiarity/experience with OD in relation to each of the four topics covered, so the figures in the first column represent average score ranges across the four topics. Again, as participants' familiarity with the topics increases, so do their ratings of the application session.

In summary, it appears that more experienced participants were generally more satisfied with the conference work sessions than less experienced participants. This finding lends support to the design that had been proposed for the 1980 conference, namely to hold a preconference for relative newcomers to OD just prior to the conference itself. However, the results also suggest that the conference is most appropriate for people not only already somewhat familiar with OD itself, but also already somewhat familiar with the particular OD-related topics to be addressed.

Another aspect of the evaluation was participants' open-ended comments on the high and low points of the overall conference, and strengths and weaknesses of each work session. Open-ended responses to the evaluation questionnaire tended to group into six main general reactions.

1. Several participants expressed a desire for more in-depth and higher level analysis of the topic areas. To accommodate the extra time required to do this it was suggested that the coverage of topics in the conference might be narrowed to fewer subject areas. Greater use of handouts and brainstorming activities might also enhance this goal.

2. Several responses dealt with the role of participants in the conference and suggested a more active discussion of personal experiences and experiental exercises which require active participation and reflection.

3. Somewhat connected with #2 were comments on the need for small groups in the planned format. It should be noted that since time was limited and those participants who spoke up expressed a desire to continue with the formal presentations, small group activities were given less time than had been planned. Organizers of next year's conference may find it useful to plan at least one small group session early in the format and then allow further small group activities to occur according to responses from the total group.

4. A series of related responses expressed a felt need to relate the topics covered more closely with the jobs of organizational developers and to spend more time on strategies for application.

5. Individuals mentioned satisfaction with the opportunity the conference provided to connect with friends and share ideas. This was more extensively voiced by several members in the ending small group discussions.

6. The organization and arrangements for the conference as well as the breadth and coverage were highlighted as strong points in the final cluster of response groupings.

Prior to the planning and execution of next year's conference, it would be useful to have further suggestions for improvements and interest areas sent to members of the Steering Committee from prospective participants.

Organizational Maintenance

The conference ended with debriefing and a discussion of issues related to organizational maintenance, which took place in small groups. Reports from the small groups indicated unanimous agreement that the conference should continue next year. Suggestions for the next conference included:

Sending participants a list of who will attend, and their areas of expertise, in advance.
Publicizing the conference more widely.
Including outside experts, as was done this year.
Scheduling more small group time in order to facilitate sharing ideas and better utilization of participants' expertise.
Adding another day.
Enlarging the scope of the conference to include a wider range of participants, both geographically and professionally.
Having participants design the conference as part of the conference activities.

Last on the agenda was delegating responsibility for next year's conference to a new steering committee. Again, small groups assembled and discussed what criteria should be used for committee selection. Each small group presented nominees or volunteers. A special effort was made to recruit at least one member from this year's committee to provide transitional assistance, and to recruit members representing a wide range of professional expertise and geographic distribution.

For the new committee members, work has already begun. They met as soon as the conference ended, and will be keeping us posted as planning for the 1981 conference proceeds. The new steering committee members are: Dave Campbell, Wayne Flynn, Chris Keys, Rose Marie Moore (with Warren Bell and Shareen Bell as alternates), Pam Perryman, Phil Runkel, Anne Stewart, and John Suttle.

1980 Conference Participants

Jane Arends
Administrative and Research Associate
Division of Educational Policy and Management
University of Oregon
Eugene, Oregon 97403
(503)686-5173

Richard Arends
Associate Professor
Division of Curriculum and Instruction
University of Oregon
Eugene, Oregon 97403
(503)686-5425

Russell Barton
Instructor
Department of Psychology
University of Oregon
Eugene, Oregon 97403
(503)686-4912

Camilla Bayliss
Graduate Research Assistant
Doctoral Student
Division of Educational Policy and Management
University of Oregon
Eugene, Oregon 97403
(503)686-5067

Beverly Behrman
Associate Coordinator
Women's Program
Lane Community College
4000 E. 30th Avenue
Eugene, Oregon 97405
(503)747-4501 ex. 2260

Ann Burr
Teacher--Eastside School
22nd and Onyx
Eugene, Oregon 97403
(503)343-5348

Mary Frances Callan
Organization and Staff Development Specialist
Eugene School District 4J
200 North Monroe
Eugene, Oregon 97401
(503)687-3310

David Campbell
Subcontract Manager
Northwest Regional Education Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204
(503)248-6879

Janice Druian
Management Training
Tektronix
3219 N.W. Vaughn
Portland, Oregon 97210
(503)223-4500

Darrel Duncan
Staff Development Service Manager
Edmonds School District
3800 196th S.W.
Lynnwood, Washington 98036
(206)771-0610

Sakre Edson
Consultant/Trainer
4330 N. Shasta Loop
Eugene, Oregon 97405
(503)343-5772

Wayne Flynn
Principal
Roosevelt Junior High School
School District 4J
680 E. 24th
Eugene, Oregon 97405
(503)687-3227

Tim Forester
Private Consultant
834 Brookside Drive
Eugene, Oregon 97405
(503)686-9934

Richard Francisco
Research Associate
Center for Educational Policy and Management
University of Oregon
Eugene, Oregon 97403
(503)686-5067

Joyce Gall
Visiting Assistant Professor
Division of Counseling and Educational Psychology
University of Oregon
Eugene, Oregon 97403
(503)687-9055

Julie Goodmespad
Physical Therapist and Yoga Instructor
Good Samaritan Hospital and Medical Center
1015 N.W. 22nd
Portland, Oregon 97210
(503)229-7711

Jane Harrison
Doctoral Student
Teacher Corps/Secondary Education
1090 W. 18th
Eugene, Oregon 97402
(503)484-6068

Monica Heilbron
Student
1965 Patterson #9
Eugene, Oregon 97403
(503)485-4979

Thomas Hughley
Adjunct Program Officer
KEDS Desegregation Assistance Center
Wright Hall
Kent State University
Kent, Ohio 44242
(216)672-2828

Christopher Keys
Associate Professor
Psychology Department
University of Illinois at Chicago Circle
Box 4348
Chicago, Illinois 60680
(312)996-3031

John Lohman
Consultant
13200 Riverside Drive
Lake Oswego, Oregon 97034
(503)636-4225

George McDade
Doctoral Student
Division of Educational Policy and Management
University of Oregon
Eugene, Oregon 97403
(503)485-9440

Gene Medina
Secondary Curricular Coordinator
Kent Public Schools
12033 S.E. 256th
Kent, Washington 98031
(206)872-4266

Rose Marie Moore
Coordinator
Staff Development and Organization Development
10301 Vista Drive
Cupertino, California 95014
(408)252-3000 ex. 286

Ann Murphy
Specialist
Northwest Regional Education Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204
(503)248-6953

Ralph Parish
Doctoral Student
Teacher Corps
University of Oregon
Eugene, Oregon 97403
(503)686-3481

Scott Pengelly
Psychologist for Albany Schools,
and Consultant
2370 Mission Street
Eugene, Oregon 97403
(503)343-4523

Pam Perryman
Teacher
South Eugene High School
E. 19th Street
Eugene, Oregon 97405
(503)687-3216

Jose Romero
Project for Women and Minorities
in Research and Development
Northwest Regional Education Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204
(503)248-6847

Roy Ronaghan
Assistant Director
Professional Development
BC Teachers' Federation
2235 Burrand Street
Vancouver, B.C.
Canada V6J 3H9
(604)731-8121

Lorinda Rowledge
Student
220 Ash
Eugene, Oregon 97402
(503)344-7585

Philip Runkel
Professor of Education and Psychology
Center for Educational Policy and
Management
University of Oregon
Eugene, Oregon 97403
(503)686-5067

Steve Saturen
Mental Health/Organization Development
Consultant
Adams County Mental Health Center
7200 Lowell Blvd
Westminster, Colorado 80030
(303)427-5212

Patricia Schmuck
Assistant Professor
Center for Educational Policy and
Management
University of Oregon
Eugene, Oregon 97403
(503)686-5072

Richard Schmuck
Professor of Educational Psychology
Center for Educational Policy and
Management
University of Oregon
Eugene, Oregon 97403
(503)686-5067

Ron Starker
Graduate Student
Division of Counseling and Educational
Psychology
University of Oregon
Eugene, Oregon 97403
(503)683-4259

Ann Stewart
Staff Development Coordinator
Lane Community College
4000 E. 30th Avenue
Eugene, Oregon 97405
(503)747-4501 ex. 2260

John Suttle
Professor
University of Oregon
2880 Chambers Street
Eugene, Oregon 97405
(503)686-0527

Tom Thomas
Curriculum Specialist
Multnomah County Education
Service District
220 S.E. 102nd
Portland, Oregon 97216
(503)255-1841

Joan Thormann
Doctoral Student
Division of Special Education
University of Oregon
Eugene, Oregon 97403
(503)484-2325

Dorothy Van Cleef
Conference Secretary and
Receptionist
Center for Educational Policy
and Management
University of Oregon
Eugene, Oregon 97403
(503)686-5067

Helen Washburn
Doctoral Student
Division of Educational Policy
and Management
University of Oregon
Eugene, Oregon 97403
(503)687-0081

Joan Wellman
Graduate Student
Division of Educational Policy
and Management
University of Oregon
2435 Skyline Drive
Eugene, Oregon 97403
(503)687-0274

Joe Wiseman
Consultant
762 W. 25th
Eugene, Oregon 97405
(503)687-9583

Spencer Wyant
Senior Consultant
2020 E. 19th
Eugene, Oregon 97403
(503)485-4471

Conference Secretary and Receptionist

Dorothy Van Cleef

Documentors

Joyce Gall, Coordinator
George McDade
Ron Starker
Joan Thormann
Helen Washburn
Joan Wellman

1980 Conference Steering Committee

John Lohman, Chair
David Campbell
Janice Druian
Richard Francisco
Joyce Gall
Joe Wiseman

Presenters

Richard Arends
Mary Frances Callan
Dave Campbell
Janice Druian
Wayne Flynn
Tim Forester
Richard Francisco
Joy Gall
Julie Goodmespad
Chris Keys
John Lohman
Ann Murphy
Scott Pengelly
Jose Romero
Philip Runkel
Richard Schmuck
Tom Thomas

1981 Conference Steering Committee

Shareen Bell
Principal
Capitola Junior High
520 Washburn Avenue
Capitola, California 95010
(408)475-6143

Warren Bell
Consultant
158 Palisades
Santa Cruz, California 95062
(408)475-6143

David Campbell
Subcontract Manager
Northwest Regional Education Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204
(503)248-6879

Wayne Flynn
Principal
Roosevelt Junior High School
680 E. 24th
Eugene, Oregon 97405
(503)687-3227--Office
(503)342-3079--Home

Chris Keys
Visiting Scholar
Center for Educational Policy and Management
University of Oregon 97403
(503)686-5067
and
Associate Professor
Psychology Department
University of Illinois at Chicago Circle
Box 4348
Chicago, Illinois 60680
(312)996-3031

Rose Marie Moore
Coordinator, Staff and Organization Development
Cupertino School District
10301 Vista Drive
Cupertino, California 95014
(408)252-3000 ex. 286

Pam Perryman
15 W. 20th Avenue
Eugene, Oregon 97405
(503)687-3201--Office
(503)344-0896--Home

Philip Runkel
Center for Educational Policy and Management
College of Education
University of Oregon
Eugene, Oregon 97403
(503)686-5067--Office
(503)343-9854--Home

Anne Stewart
Staff Development
Lane Community College
4000 E. 30th Avenue
Eugene, Oregon 97405
(503)747-4501 ex. 2260, 2352

John Suttle
2800 Chambers Street
Eugene, Oregon 97405
(503)686-4591--Office
(503)686-0527--Home